

DR. WETZEL WINS

Of the three entries submitted to the Most Popular Professor Contest, two nominated Dr. Rita Wetzel. Dr. Wetzel is currently the head of the psychology department and is also a member of the American Psychological Association and is listed in **Who's Who of American Education**. Below is the winning essay submitted by **Martha Machovec** and **Karel Weigel**. The staff of the Collegian would like to thank all those who participated in this contest.



Would You Believe

... that the Mohawk Indians were not afraid of heights because they lived on the plains? This astounding fact obviously comes from a well-rounded professor who has taken time and talent from a harried existence to delve into our country's history, heritage, cultural patterns, mores, etc., to come to such astute conclusions as the foregoing.

... that this statement was retracted under threat of mutiny? Well, would you believe it was retracted under the gales of student laughter which was virtually drowned out by the guffaws of the eminent professor who uttered the gem?

... that a dynamic personality bounded by experience and knowledge of her subject would in turn lead a dynamic classroom situation? With a little prodding and in the atmosphere of free expression students are able to capture much of this same dynamic awareness in their perception of life. For those of you who have never had such class experiences we would be facing a situation of trying to describe what an orange tastes like to someone who has never eaten one!

... that a movie is never as good as the book? Well, would you believe that Dr. Wetzel's classes are better than the text? Psychology is life and Dr. Wetzel makes it alive. In so doing she applies text book theory to the realities of life. This awareness is not merely a classroom facade for at least once a day she finds her way over to the student center to socialize. It could be said that she practices what she preaches by interacting with the students (and thereby improving inter-personal relations between the students and faculty).

... that this instructor is as eager to learn from her students as we are from her? We believe that Dr. Wetzel respects our knowledge and opinions. There is an implied responsibility of participation in the discussions that border on a student's major field of study. Freedom of expression is accomplished in an unrestricted atmosphere. This leads to the realization of the necessity of co-operative effort. We are expected to face ourselves and our limitations as openly as Dr. Wetzel does, and, in so doing, we can hopefully laugh at ourselves as easily as she does should the occasion arise.

... that we are nominating Dr. Rita Wetzel for the most popular professor on campus?

AVILA collegian

VOL. 36

OFFICIAL PUBLICATION OF THE STUDENT BODY OF

AVILA COLLEGE, KANSAS CITY, MO., APRIL, 1966

NO. 5

THE TORCH IS PASSED

New Student Council Elected

by Mary Jo Javorek

The four SGA officers recently elected for next year are Julie Waters, Mary Holland, Ann Faughnan, and Jerry Schloegel. With two seniors, a junior, and a sophomore, all classes will be represented in the line-up of executive officers.

As president of the Student Government Association, Julie Waters will undertake an abundance of varied duties from presiding at SGA meetings, acting as an official representative of the college, and making speeches, to conducting impromptu tours of the campus for special visitors and keeping a watchful eye on student activity in the union. In her acceptance speech and campaign material, Julie proposed a number of programs and activities along the line of lectures, films, and intercollegiate communications which, if enacted, should spur student and community interest in Avila. Knowing the workings of NFCCS, Julie should also be able to help that organization develop some meaning for the students on this campus.

Mary Holland, next year's vice-president, has had the invaluable experience of being SGA secretary during the past year and knows, therefore, the work of the Council well. The SGA Constitution outlines her duties as simply taking the place of the president when she cannot fulfill them herself. Mary has continually stated that the office should be an active and not a passive one and the outlined duties can serve only as the barest of foundations for the vice-president's work. Directing the Activities Committee and planning the calendar for the academic year are only part of her traditional functions.

The vice-president also serves as a co-ordinator and mediator to the club and class presidents.

Ann Faughnan, secretary-elect of SGA, will succeed Mary Holland in taking care of the multitudinous paper-work of Student Council. The post of treasurer will be filled by Jerry Schloegel. These two offices appear to have clear-cut duties and, indeed, it is true that the secretary is responsible for correspondence and the treasurer is in charge of money matters. But part of the duties of any SGA officer is to be on hand and ready for whatever manner of work comes her way. Such impromptu duties range from specified work on the student handbook and directory to introducing speakers and making various contacts with the public, both in formal meetings such as those of KRCHE and in informal situations.

As is apparent, the job of every Student Government officer is varied and amounts to a lot of hard work. It requires self-assurance and poise as well as conviction, commitment, and dedication to the ideals for which Avila stands. Every candidate who took part in the election should be thanked for the work they have done and, assuredly, will continue to do. Having the initiative and sense of responsibility to voluntarily seek an SGA office speaks well of each of them and we appreciate their efforts. Hopefully, the Student Council will become an increasingly strong and progressive voice of the entire student body—a role it is quite capable of filling.



WHAT MORE CAN WE SAY?

Your outgoing Student Council of 1965-66 has contributed much more to the growth of a new spirit at Avila College than has any other such organization in the history of this institution. The accomplishments, both tangible and intangible, may be attributed in part to the type of students who make up the Council, to the open reception of the administration and faculty, and to the particular circumstances which were of a nature that encouraged new ideas and new methods. This "new Spirit" is reflected in the very successful Oxford Week—in the co-operative efforts and free communication between students and faculty and in their willingness to work together.

Also initiated this year were the "Coffee Hours", an integral part of the movement toward more relaxed assemblies. The reactions of the guest speakers—in particular Dr. Hauptmann, Dr. K. Leddihn, and the Birth Control panel members—were an incentive toward planning future such attempts. Since the assemblies have been held in the Student Union, there has been a much greater degree of student participation. We have been able to discuss ideas far beyond the scheduled limits of the speaker presentations. This has been possible because of the interest and curiosity inspired by the quality of the speakers, their choice of topics, and their willingness to reciprocate.

The "spirit" instilled by our Student Council has as its counterpart an attitude of introspective questioning, a desire to strengthen the weaker areas of the college community and to make the strong areas stronger. Thus we find the "Course Reviews" offered by the Collegian staff, the surveys taken by the Sociology Club, and student projects of the Psychology Department (to mention a few).

We asked Sr. Olive Louise what, in her opinion, were the most outstanding accomplishments of Student Council this year. Her answer was that "... Council has made Avila come alive." She believes further that due to Council's efforts, the faculty has become aware of the students, of their abilities and potentialities, and that the students have "gained an awareness of the faculty members as people."

If such an editorial needs a conclusion it would be that we are speaking for the entire student body, the faculty, and administration in appreciating the efforts of Student Council—as a group and as individual members. We thank you.

Dear Editor:

In as bold rebuttal as the editor so dramatically proclaimed in last month's issue, I for one hold the opposite opinion and here-with make the following statements.

If theology courses were not required of non-Catholic students, how else would they really know the very insights of the Catholic religion and thus not just be able to figure just how hypocritical Catholics are, but to know why. Some Catholics will firmly hold to not eating meat on Friday until the bitter end, but would violently disagree as regards the doctrine on birth control and have no qualms about disregarding it to soothe their own ways of living, even though both have the same degree of guilt attached. They thus become the greatest hypocrites, for the Catholic religion is the true religion to be upheld in every respect.

Courses providing Catholic students with knowledge of other religions should not be offered as a foregone conclusion from the first statement. If Catholics had at their disposal knowledge of other religions, how long do you think Catholics would remain Catholics, much less the weak ones?

All theology courses should not be revised to provide insights into today's problems, for this implies the religion is at fault whereas the individual himself does not wish to change or conform to the regulations or beliefs required of him.

Mr. Vern Scherer

Dear Editor:

Your staff editorial of the March issue creates several misconceptions concerning theology requirements at Avila. Taken at face value, one would believe that the same number of hours are required of Catholic and non-Catholic students alike.

A closer examination of the facts, however, reveals that while Catholic students are required 12 hours of theology, the non-Catholic is required only 8. This includes two scripture courses, Christology, and Moral Theology. These courses are basic to Christian theology: investigating the bible, Christ, and the purposes and principles of human living. As far as being "ecumenical," what better place to start than with God?

I also fail to see how a Catholic college can be accused of "employing intolerance" and creating the "ivory tower bigot" image when a comparative religion course is already scheduled for the fall semester.

Chris Bell

Ed. note: The scheduling of a comparative religion course for fall has not been verified.

We would like to suggest that the typing done in the library be executed behind closed doors (perhaps in one of the interior rooms).

Sincerely,

S. Reardon, M. Holland,
K. Gaughan, G. Heardon

Letters To The Editor

Being a card-carrying member in good standing of the S.M.R.I.C. (Society of the Middle of the Roaders on Controversial Issues), I don't often find the reason or motivation for such left wing acts as writing letters to the Editor. However, the March issue to the **Collegian** changed my policy!! The Editorial, "A Modest Proposal," has perhaps generated as much controversy as Jonathan Swift's original essay did in his time. By the way, if you haven't as yet been exposed to this you should read it; I think you'll see what I mean.

Unless I'm guilty of complete misinterpretation the basic message of the editorial was, if Protestants are required to take Theology then Catholics should be exposed to other religions also. I take my stand in complete agreement with this. In fact I will go so far left as to assert that a course in the History of Religious Thought and Dogma should be required of EVERY student as part of a liberal arts background.

As a Protestant I had perhaps more than my share of misconceptions about the Catholic faith. These for the most part have been dispelled and understanding has taken their place. Like a great many non-Catholics I originally felt that any course in either Religion or Philosophy was just a discreet way to say Conversion I and II. This I have found to be not true.

Any religion, Catholic, Protestant, Jewish, or Zen Buddhist, is an intensely personal thing whether it is a matter of choice or heritage. As a Protestant who was raised under a fairly liberal doctrine I cannot accept a great deal of the Catholic faith, but the important thing is that I have not been asked to. Any Catholic who attends a Protestant denominational college would duplicate my experience... no one expects acceptance of a doctrine, merely understanding. Personally I have found that learning to know and understand Catholicism has been an important part of my education. Because I have found the experience enlightening I feel that everyone else should have the same opportunity... generous aren't !!! To study and discuss other religions and beliefs is not compromising your own.

As long as I'm writing there is something else that I want to say and I can think of no better place to say it than here. My thanks to the **Collegian's** editorial staff and its advisor for making our paper more than just a portable bulletin board that only covers events past and present around campus. My thanks also to the faculty and administration for allowing the paper to be what it is. Since Avila's aim is to create alive women of us then we must also put forth a dynamic effort of our own and I feel that the **Collegian** is one means of doing exactly that.

Karel Weigel

THE COLLEGIAN STAFF

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K. Steinmetz, J. Waters,
K. Weigel
Moderator.....S. Edelman

CONVOCACTION

Academic dress (gowns only)
Tuesday, April 19, 1:30 p.m.
Assembly Room, O'Reilly Hall
Speaker: **Rabbi Marc H. Tanenbaum**

Rabbi Tanenbaum is one of the participants in this year's Distinguished Lecturer Series sponsored by the Kansas City Regional Council for Higher Education.

Rabbi Tanenbaum is the Director of the Inter-religious Affairs Department of the Institute of Human Relations of the American Jewish Committee.

AROUND THE CAMPUS . . .



Sister Olive Louise and Mr. Lester Milgram, contributor of refreshments at Zhivago contributor of refreshments at ZHIVAGO premiere.



Anyone you know?



Familiar scene in Marian Center.

N.F. REVIVES

The poster read "Interested in Thought Provoking Discussion?" The newly-formed discussion group, initiated by NFCCS, is stimulating its members to deeper thought and practical ideas.

Sister Ann Virginia is proving to be an ideal discussion leader according to those attending the meetings. Every individual can present ideas and questions, many of which are common to the group. With Sister's stimulus and through open discussion students come to understand possible answers or issues. The structure of the group consists only in thinking about an issue suggested in the previous meeting that will be examined in the following discussion. Thus, this enables students to form coherent thoughts.

As to the effectiveness of the discussions one girl stated that, "It enables one to get different views on an issue."

The group meets every Wednesday at 6:30 p.m. in Marian Center. The first of the morning meetings will be April 1 at 10:30. Everyone is invited to attend the meeting most convenient for them.

Bell, Bonkoski Receive Scholarships

Chris Bell and Cheryl Bonkoski have been selected by the Avila College Alumnae Association to receive the 1966-67 National Alumnae Scholarship. This scholarship is awarded bi-annually to sophomores who have demonstrated academic and leadership ability, and is traditionally reawarded for the senior year where grade averages have been maintained. The alumnae scholarship provides a tuition grant of \$300.00 per year to each recipient. Funds to support the scholarship are provided through alumnae contributions during the annual solicitation.

Juniors To Host Seniors

The Junior-Senior Dinner Dance will be held this year at the Commerce Towers the evening of Friday, May 13. The annual event sponsored by the Junior Class will begin with a dinner in the Tower Suite overlooking the Kansas City skyline. At the dance following the dinner, music will be provided by the Aristocrats.

Invitations have been printed and will be sent within the next few weeks. All those who are planning to attend are asked to make their reservations before May 6. After this date the cost will be \$10 per couple.

Controversy Over Proposed Marriage Course

In past issues of the "Collegian" the staff has presented for your evaluation, if you stopped playing bridge long enough to read them, reviews of courses offered in the Avila curriculum. This time we tried a new approach. We asked Dr. Rita Wetzel what, in her opinion, the marriage course should contain and what the student can hope to benefit from exposure to such material. In her doctoral dissertation, **The Effects of a Marriage Course on Personality Characteristics of Students**, Dr. Wetzel found experimental evidence . . . "that educators in the field of marriage and family life are able to provide students with class room experiences conducive to further development of already existing positive personality traits." In order to effectively accomplish this she feels that a course in marriage should be functional.

"People understand marriage as an institution, as a sacrament, and as a legal contract, but there seems to be a lack of understanding in the area of marriage in relation to themselves; that is, the psychological interaction. Our society places great emphasis on both the sexual and materialistic aspects of marriage. Once a couple has achieved a satisfactory adjustment in these areas they cannot understand why their marriage will not hold together. Too much emphasis on the social, materialistic or sexual levels of marriage is usually to the total disregard of the personal and psychological needs of both marriage partners."

It has been said that Dr. Wetzel's courses in psychology are group therapy for three hours credit. This is what we need in a marriage course so that we can discuss realities and not just theories. Again, group interaction, interchange of ideas and experiences will yield a functionally dynamic course.

Dr. Wetzel feels that any course should involve growth of the student and his understanding; this can be attained through in-depth discussion over such areas as: knowledge of personality, effective communication, understanding of roles and role expectations, the changing role of women in society and how this affects the marriage and the individual.

Bryde's Head Revisited

"Mary Ellen Barnard, Karel Weigel and I were talking in the lounge a few weeks ago about the Marriage Course and some of the problems it faced to make it effective and realistic. One item that we all agreed on was that its complexities could not be resolved by a one-approach attack. A purely theological approach with its sacramental importance and emphasis would dismiss or fail to cover some of the psychological or emotional concerns. A purely psychological approach might in turn fail to grasp the important theological implications. Then, the sociologist might understandably question the omission of group or social dynamics in a theological or psychological approach.

"Somebody right now might suggest that one person might use all of these approaches and solve the problem. But the simple fact is that no instructor is quite so qualified to handle all these issues competently no matter what breadth of interests and training he might have.

"Therefore, in the light of the above dilemmas, why would it not be practical and realistic to arrange the Marriage Course in such a way that departments truly concerned might contribute their values in an inter-department approach. So many sessions for each department. And to bolster the applicability and realism of such a group approach, why couldn't we invite some former Avila students now married to come out for some informal seminar type discussions and test what has been offered by the various departments. Also these married Avilians might well help by suggesting types of problems that may have been over-looked by the the departments. Married students here on the campus might be willing to contribute also."



My mother asked me what I did to Edith Messina that she never calls me anymore. I told her that it wasn't anything personal; I just never have the time to call **anyone** anymore—let alone Edith Messina. Really, though, with everyone student teaching, flying kites on the really windy days, riding tandem bikes, playing Bridge . . . everyone's too busy with important things to knock off a few minutes to call a friend. And besides, with Comprehensives coming up, I thought maybe I'd start studying a little in advance . . . like maybe a week.

Last Sunday, five English majors had a session at Aileen Altman's house. For seven hours, we discussed—but mostly wondered about—**Beowulf**, **The Tragical History of Doctor Faustus**, the Metaphysical poets, Pope's "Essay on Criticism," and the sprung rhythm of Gerard Manley Hopkins' poetry. Not only did I not learn a thing, but I found out a lot about what I don't even know.

You know, you can learn an awful lot of things that you didn't know before: for example, I just found out the other day that there is only one "I" in **Iliad**. I also found out that "A Modest Proposal" doesn't refer to marriage; and that **Kubla Khan** is not the name of a nightclub on Broadway. And would you believe that "The Hound of Heaven" is not a dog? Another amazing fact: **Electra** is not the name of a new vacuum cleaner; "Holy Willie's Prayer" is not a Batman-Robin utterance; "Fern Hill" is not related to Fanny; **Sir Gawain and the Green Knight** is not to be confused with the Jolly Green Giant; Absalom and Achitophel are no relation to Simon and Garfunkel; the diary of Samuel Pepys is not racy; **Beowulf** really was a Great Dane; D. H. Lawrence is not Lawrence of Arabia; and . . . **The Second Shepherd's Play** is O.K. if you haven't seen the first one.

Actually, I am not stupid enough to have believed all of this; but things have been going for me lately, all of the things I have just mentioned will be the **only** facts that stick with me as I go into that Comprehensive. The whole experience of studying for this exam has been **A Midsummer Night's Dream**; and the outcome of my whole college career could turn out to be **Much Ado About Nothing**.

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